

PELZER ELEMENTARY

214 Lebby Street
Pelzer, SC 29669

GRADES K-5 Elementary School

ENROLLMENT 144 Students

PRINCIPAL Dr. Charlotte C. McLeod 864-947-9311

SUPERINTENDENT Dr. Wayne Fowler 864-847-7344

BOARD CHAIR Mr. Fred Alexander 864-947-9346

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	35	52	5	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 11 out of 11 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes

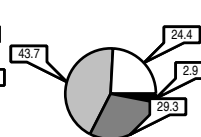
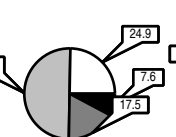
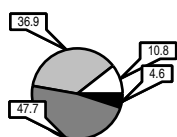
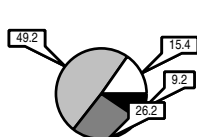
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	68	100.0	10.8	36.9	47.7	4.6	63.1	Yes	Yes
Gender									
Male	34	100.0	21.9	40.6	37.5	0.0	40.6		
Female	34	100.0	0.0	33.3	57.6	9.1	84.8		
Racial/Ethnic Group									
White	62	100.0	8.5	37.3	50.8	3.4	66.1	Yes	Yes
African-American	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	53	100.0	7.8	37.3	49.0	5.9	66.7		
Disabled	15	100.0	21.4	35.7	42.9	0.0	50.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	68	100.0	10.8	36.9	47.7	4.6	63.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	68	100.0	10.8	36.9	47.7	4.6	63.1		
Socio-Economic Status									
Subsidized meals	40	100.0	16.2	40.5	40.5	2.7	56.8	I/S	I/S
Full-pay meals	28	100.0	3.6	32.1	57.1	7.1	71.4		

Mathematics - State Performance Objective = 15.5%									
All Students	68	100.0	15.4	49.2	26.2	9.2	44.6	Yes	Yes
Gender									
Male	34	100.0	21.9	50.0	18.8	9.4	31.3		
Female	34	100.0	9.1	48.5	33.3	9.1	57.6		
Racial/Ethnic Group									
White	62	100.0	13.6	50.8	25.4	10.2	45.8	Yes	Yes
African-American	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	53	100.0	7.8	49.0	31.4	11.8	52.9		
Disabled	15	100.0	42.9	50.0	7.1	0.0	14.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	68	100.0	15.4	49.2	26.2	9.2	44.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	68	100.0	15.4	49.2	26.2	9.2	44.6		
Socio-Economic Status									
Subsidized meals	40	100.0	10.8	51.4	27.0	10.8	45.9	I/S	I/S
Full-pay meals	28	100.0	21.4	46.4	25.0	7.1	42.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	31	96.8	7.7	30.8	57.7	3.8	61.5
	Grade 4	22	95.5	25.0	56.3	18.8	N/A	18.8
	Grade 5	28	100.0	18.5	66.7	14.8	N/A	14.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	22	100.0	N/A	22.7	63.6	13.6	77.3
	Grade 4	26	100.0	12.0	48.0	40.0	N/A	40.0
	Grade 5	20	100.0	20.0	60.0	20.0	N/A	20.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	31	100.0	N/A	26.9	38.5	34.6	73.1
	Grade 4	22	100.0	18.8	62.5	12.5	6.3	18.8
	Grade 5	28	100.0	18.5	37.0	33.3	11.1	44.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	22	100.0	22.7	40.9	27.3	9.1	36.4
	Grade 4	26	100.0	12.0	40.0	36.0	12.0	48.0
	Grade 5	20	100.0	10.0	65.0	15.0	10.0	25.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 144)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	5.0%	Up from 2.7%	3.3%	2.7%
Attendance rate	95.5%	Up from 95.0%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.2%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	11.8%		3.6%	3.5%
Eligible for gifted and talented	17.8%	Up from 14.7%	10.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.3%	Up from 7.7%	8.9%	8.2%
Older than usual for grade	0.0%	N/A	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 10)				
Teachers with advanced degrees	40.0%	Up from 16.7%	46.9%	51.4%
Continuing contract teachers	90.0%	Up from 83.3%	87.5%	87.5%
Highly qualified teachers**	100.0%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	76.5%	Down from 82.4%	86.6%	86.7%
Teacher attendance rate	96.1%	Down from 96.4%	94.7%	94.9%
Average teacher salary	\$38,024	Up 5.4%	\$39,922	\$40,760
Prof. development days/teacher	14.2 days	No change	13.3 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	3.5	4.0
Student-teacher ratio in core subjects	13.4 to 1	Down from 14.9 to 1	18.7 to 1	18.9 to 1
Prime instructional time	90.7%	Down from 91.0%	89.5%	90.0%
Dollars spent per pupil*	\$6,936	Down 2.5%	\$6,034	\$6,044
Percent of expenditures for teacher salaries*	55.3%	Down from 55.6%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.1%	Down from 99.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The motto of Pelzer Elementary School is "Discovering the Treasures of Learning." Our mission is to develop confident, competent, responsible, respectful, and productive life-long learners by providing challenging experiences that motivate students to reach their maximum potential in a diverse, progressive society. In 2003-04, we continued our quest for student success with the theme of G.E.M.S. (Going the Extra Mile for Success). Along this voyage, our small school celebrated a number of substantial accomplishments:

-The 2004 SC Education Oversight Committee study recognized Pelzer Elementary for successfully closing the achievement gap. We are one of only thirty-three elementary/middle schools statewide to receive this accolade at the 90th percentile level!

-Pelzer Elementary students exceeded the state average in all areas of the 2003 PACT English language arts and math tests.

-100% of our third grade met or exceeded the standard in math on the 2003 PACT.

-Our school served as a 21st Century Community Learning Center site for the third year of our \$375,000 grant.

-Eight teachers received EIA grants totaling \$20,000 for curricular enhancement.

-Our esteemed staff attended and shared at numerous workshops. We were especially proud to present at both the State and International Reading Association Conferences this year.

-Students earned 7,589 Accelerated Reader points. Over 90% of them met school-wide S.T.A.R. (Simply Terrific in Accelerated Reader) goals for the year.

-100% of our students received recognition through the character education program.

Our faculty and staff members all share in the success and responsibility for helping students navigate individual paths to achievement. Volunteers, mentors, and Clemson tutors continue to be on board to help steer our students to success. We treasure the increased number of Pelzer parents who volunteer and participate in activities throughout the year. We greatly appreciate the support of our community and business partners. Collaboration is an anchor in meeting the diverse needs of our students.

Pride is a sense of personal dignity, a feeling of pleasure because of something achieved. Like the thrust of the wind in a ship's sail, the pride from this year's accomplishments inspires us to continue doing our best to ensure student success.

Dr. Charlotte C. McLeod, Principal

Ms. Linda Emery, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	13	13	14
Percent satisfied with learning environment	100.0%	92.3%	69.2%
Percent satisfied with social and physical environment	92.3%	84.6%	85.7%
Percent satisfied with home-school relations	84.6%	84.6%	76.9%

*Only students at the highest elementary school grade level at this school and their parents were included.